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ABSTRACT

This booklet is intended to help parents and teacher activists think critically about the problem of violence in their schools and about how to respond. The booklet offers a framework for analyzing violence prevention programs that may already be in place in the schools, and it provides ideas for improving programs or starting new ones. The framework begins with the premise that much of what is being labeled as "violence prevention" in schools and communities is not nearly comprehensive enough, or deep-rooted enough, to make a difference in the lives of children at risk of violence. Many school districts have completed reactive programs, and programs that merely react to violence just don't work. A comprehensive community-based initiative that focuses on identification of and attention to the root causes of violence, such as the Violence Prevention Project organized by D. Prothrow-Stith in Boston (Massachusetts), is required. The assumptions of peer mediation, conflict resolution, risk awareness approaches, and the peaceable schools approach are examined, and suggestions are provided for developing meaningful violence prevention programs tailored to the needs of a particular school and community. Suggested resources and tools are outlined, and questions to aid the program assessment process are listed. A "Safer Schools Resource List" is attached. (SLD)

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SCHOOL VIOLENCE IN CONTEXT

RESEARCH AND ANALYSIS DEVELOPED BY

NAOMI BADEN

FOR

THE NATIONAL COALITION OF EDUCATION ACTIVISTS

Underwritten by The Angelina Fund

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A seven-page excerpt of this paper appeared in the Spring 1995 issue of NCEA's newsletter, **Action for Better Schools**. Single copies are available for $1. The resource list at the end of this paper is also available separately for $1 or a self-addressed business-size envelope with 55 cents postage. Write: NCEA, P.O. Box 679, Rhinebeck, NY 12572. Comments and suggestions may also be sent to this address or via e-mail to rfbs@aol.com.

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PREFACE

This booklet is intended to help parent and teacher activists think critically about the problem of violence in their schools and about how to respond. It offers a framework for analyzing violence prevention programs which may already be in place in their school district, and ideas for improving on those programs or starting fresh.

Our framework will strike you as fairly different from most you may encounter as you explore violence prevention programs. It begins from the premise that much of what is being labelled as "violence prevention" in schools and in communities, for that matter, is not nearly comprehensive enough or deep-rooted enough to make a difference in the lives of children at risk of violence. This is because most violence prevention efforts use a narrow definition of violence which doesn't discuss the most significant causes and conditions of violence.

As a result of this narrow definition, many school systems are adopting packaged programs such as peer mediation or conflict resolution skills courses rather than undertaking thoughtful and critical assessment of the causes of the violence or working with all members of the school community to develop comprehensive strategies for change.

If violence is defined broadly enough as including interpersonal physical harm but also as the harm done to people as a result of poverty, racism and structural inequality, then violence prevention becomes a much more complex challenge requiring fundamental change in our communities as well as our schools. If we are willing to confront the powerful social forces that push children toward violence, even long-term educational approaches to "prevention" will be insufficient without accompanying efforts on all social fronts.

What Can Be Done to Stop the Violence in Our Schools?

What can be done to stop the violence in our schools? How can we make schools peaceable places for kids to learn and for teachers to teach?

In recent months these questions have shot to the top of the agenda of parent and teacher activists as an increasing number of public schools, especially those in urban areas, face incidents of serious violence on a daily basis.

School Violence: How Bad Is It?

Although some observers attribute the dramatic increase in violence to greater media coverage, the fact is that interpersonal violence in schools has been increasing since the 1960's. Consider the following information:

* Nearly three million crimes occur on or near schools every year--16,000 per day--one every six seconds.

* Between 1983 and 1992, murder and non-negligent manslaughter by youths below age 18 rose 128 percent; aggravated assault was up 95.1 percent.

* For young people ages ten to thirty-four, firearms are the second leading cause of death. In 1990, more U.S. teenagers died from firearm-related injuries than from all natural diseases combined.

* Homicide is the leading cause of death among African-American males aged 15-19 years and the second leading cause of death for all youth.

* Approximately 97 percent of rape victims in a survey of Who's Who Among High School Students knew their attackers; only 31% reported the rape to the police.

* A 1991 survey of Florida students found that 24 % had carried a weapon to school in the previous 30 days. In 1987, the National School Safety Center found that nearly 135,000 male students carried a gun to school daily, and another 270,000 did so at least once during the year.

* In a recent study, 43 percent of inner-city youth age 7-19 said they had witnessed a homicide.

* Every day, 160,000 students skip classes because they fear physical harm and 6,250 teachers are physically attacked.

* In California, from the four year period 1986-1990, there was a 50% increase in the number of gun-related incidents in elementary schools, a 79% increase in middle schools and a 142% increase at the high school level.

* Of 546 teenagers asked about violence they had seen at school, 83 percent had witnesses fighting, 16 percent had seen students assault teachers, 20 percent had seen a student pull a knife on someone and 7 percent had witnessed someone being threatened with a gun.

Weapons Make The Difference

One of the striking differences between today's school violence and that of thirty years ago is the massive presence of weapons, particularly guns, in most school violence incidents. Weapons are so readily available in the community that they find their way into the hands of children at an alarmingly fast rate. Gangs and drug trade have exponentially increased the availability of guns on the streets. Many students carry weapons for protection against street crime in their neighborhoods. Others see guns as essential components of their culture's definition of manhood and courage.

The presence of weapons changes the nature of school conflicts from ones that might once have resulted in lumps and bumps into those that now result in death or disfigurement.

The National Violence Epidemic

To say that school violence is merely reflective of the violence everywhere in our society will provide little comfort to parents, teachers or students. But it is important to note that violence and guns are present well beyond the school walls. We live in a society in which half of all households possess firearms; where one in four households is victimized by violent crime or theft every year; and where

one-half of all Americans report they are afraid to walk down streets in their own neighborhoods at night.

Poverty is the Greatest Victimizer

Poverty creates the greatest risk of victimization by violence, whether in the community or the school. In 1991, the risk of becoming a victim of a nonfatal assault in the United States was three times greater for persons from families with incomes below $7,500 than for those with incomes above $50,000.

Many Reactions, Few Solutions

As concern about crime and violence skyrocket in public opinion, "violence prevention" has become the rallying cry of civic activists, police, community organizations, churches, urban planners, policy makers, government officials, and foundations. There are so many different efforts that it is almost impossible to keep track of them.

There is now a National Network of Violence Prevention Practitioners. The federal government is tracking programs through its Public Health Service, its Departments of Justice, Health and Human Services, and Education, the National Institutes of Health, and through a special interagency working group on violence. State and county authorities are sponsoring "violence" summits and working with universities and community organizations to develop prevention strategies. Private advocacy groups are seeking funding and working with professional associations and philanthropies to create citizen alliances against violence. There are gang intervention efforts, youth organizing, intercultural communication projects, and community policing plans. (See Illustration 1)

Many of these programs are extensions of anti-drug coalitions formed in the 1980's. Others are being established with federal funds from the President's Crime Bill or with state funds from anti-crime legislation. Some are grassroots efforts relying largely on local philanthropy and community involvement. Others are using urban planning money and funds to create community policing. But no matter what the source of the funding or the type of organizing efforts, virtually every initiative is adopting the label "violence prevention." This makes it tough to determine exactly what violence prevention means or what it will accomplish. In fact, there are probably dozens of definitions today.

(Illustration 1)

Some of the National Players in the Anti-Violence /Violence Prevention Movement

Safe Schools Act/ Crime Bill

Clinton Interagency Working Group on Violence

Department of Education

Centers for Disease Control

National Crime Prevention Council

Department of Justice Community Relations Service

Rainbow Coalition

National School Safety Center

National Institutes

Substance Abuse and Mental Health Services Administration

Health and Human Services

National PTA

NEA

NAACP

Children's Defense fund

National School Boards Association

ABA

Center to Prevent Handgun Violence

Safe Schools Coalition

National Urban League

American Association of School Administrators

Violence Prevention Project

Resolving Conflicts Creatively Program

Anti-drug coalitions

Carnegie Council on Adolescents

TheNational Leadership Conference For Granmakers on Violence Prevention

Universities everywhere

Educators for Social Responsibility

Children's Creative Response to Conflicts

National Association for Mediation in Education

Peace Education Foundaiton

National Coalition Building Institute

Alternatives to Violence Project/Peace Grows

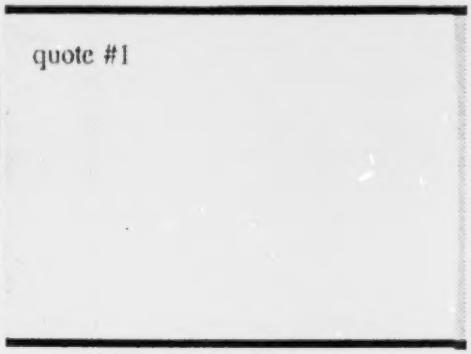
Community Board Program

Conference on Peace Research Education and Development

National Institute for Citizen Education in the Law

etc.,etc...

For public school activists who are coping with daily crises of violence, this plethora of programs can be confusing and frustrating. And unfortunately, all too often, the role schools play in many community-based initiatives is small. Many "anti-violence" efforts state a commitment to "save the children" through education about violence but give mere lip service to the role of the school community. Schools then create programs which are disconnected from those initiated within the community. It is fair to say that most of the thousands of school programs are not part of larger community violence prevention initiatives.



How Are Schools Responding?

As in the larger community, there has been a tidal wave of "violence prevention" efforts initiated in schools and school systems during the last two or three years. One in eight school districts in this country now have some form of violence prevention program underway.

Unfortunately, in their scramble to respond, many school districts are creating completely *reactive* programs. Resources are being poured into deterrence, suppression and punishment of violent offenders in schools.

Thousands of schools have installed metal detectors and video cameras for surveillance. Others are eliminating lockers or searching student lockers without notice. Hundreds of school districts have increased security personnel. During the 1992-93 school year, 3,000 safety officers walked beats in the hallways of New York City Schools. Dade County Florida schools budgeted $14 million for security in 278 schools during 1993.

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Quote #2

Reactive Responses Don't Work

Reactive responses alone just don't work. Although everyone agrees that schools should be safe places and not targets for violence, controlling and monitoring physical access and creating prison-like conditions will not solve the problem, just as more prisons and longer sentences haven't worked in the world outside of schools. Although the average prison time served for violent crime in the United States tripled between 1975 and 1989, there was no comparable decrease in the level of violent crimes.

School systems are aware of the inadequacy of their responses. Most systems are trying to fix the problem by jumping onto the bandwagon of "dispute resolution." But, too often, they are adopting packaged programs such as peer mediation or conflict resolution skills courses rather than undertaking thoughtful and critical assessment of the causes of the violence or working with all members of the school community to develop comprehensive strategies for change. In many schools, as in the community, "violence prevention" has not been defined or understood by those who seek to implement someone else's glossy new program.

quote #3

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Defining Violence Prevention

If we are to do more than react from fear, we need to think through the nature of the violence problem as well as the concept of prevention. What is "violence prevention", anyway?

If we define violence simply as *interpersonal* violence--"the threatened or actual use of physical force against a person or group that results or is likely to result in injury or death", then violence prevention can be understood as an effort to keep from happening, thwart, impede or hinder violent **physical** behavior, injury and death.

But if violence is defined more broadly to *include* interpersonal violence but also as the harm done to people as a result of poverty, racism and structural inequality, then violence prevention becomes a much more complex challenge requiring fundamental change in our communities as well as our schools. If we are willing to confront the powerful social forces that push children toward violence, even long-term educational approaches to "prevention" will be insufficient without accompanying efforts on all social fronts.

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quote # 4

Few School Systems Share A Broad Definition

A broad definition of violence and violence prevention is not generally shared in the decision-making structures of most school systems in the United States. That's why thousands of schools in crisis are opting for "off-the-shelf" violence prevention packages and quick fix police-state options.

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Parents and educators who are working for school reform, increased federal funding for education, improved curricula, more multicultural and bilingual education, less reliance on standardized tests, shared decision-making, restructured teacher training, and smaller classes, will find all too familiar this near-sighted perspective of many school districts.

The challenge of creating meaningful and transformative violence prevention programs is like that posed by our other projects. It will require grassroots efforts driven by multi-racial, multi-cultural parent-teacher alliances, community mobilization, active and critical participation by students, and a broad vision for change.

Promising Models

There are some promising *theoretical* models on the community level for creating effective violence prevention programs. Whether these models will be implemented successfully is yet to be seen. The role of schools in these models needs more specificity and integration, but they may be a good reference point for developing programs.

The most progressive-minded among these models is that put forward by public health activists. Public health science created the concept of *prevention*, so it makes sense as an arena in which to develop violence prevention programs. The public health model brings a multi-disciplinary approach to defining the problem of violence, identifying risk factors and causes and developing interventions. Perhaps most importantly, it acknowledges the necessity of addressing the root causes of violence such as poverty, joblessness and racism.

The Centers for Disease Control and Prevention is advocating the development of coordinated, community-based prevention initiatives that focus on identification of and attention to the root causes of violence, early intervention, multi-disciplinary strategies, and community involvement.

An example of this type of initiative can be seen in The Violence Prevention Project in Boston. Organized by Dr. Deborah Prothrow-Stith and other public health practitioners, its goals are

(1) to prevent violent behaviors and the associated medical and social hazards among adolescents;

(2) to generate service support for youth already involved in violence;

(3) to create a community ethos supportive of violence prevention.

The project has a number of components which are organized simultaneously.(See Illustration 2)

Although there is a school component, it falls far short of a comprehensive program. Furthermore, the Violence Prevention Curriculum, although widely popular throughout the country, has not been proven effective in recent evaluation.(More on this in sections that follow).

As the CDC acknowledges, there are no ready solutions and many of the ideas currently being implemented have not yet been proven to work. As can be seen with the Boston plan, the "public health approach" of a particular community may be lacking in the attention or resources it provides to certain elements of the community.

Nonetheless, the model provides food for thought as an example of a comprehensive community-based approach which acknowledges the need to address underlying social causes of violence. The challenge for education and public health activists alike is to develop workable strategies for addressing those underlying causes.

A Framework for Further Thinking

The following framework may assist parents and teachers in thinking further about the issues and in designing a program at their school.

(1) What violence prevention approaches are being used in schools?

(2) How are these approaches falling short?

Illustration 2

Example of A Community Violence Prevention Program

(The Public Health Approach)

The Violence Prevention Project, Boston

Goals

1. To prevent violent behaviors and the associated medical and social hazards among adolescents.
2. Generate service support for youth already involved in violence
3. Create a new community ethos supportive of violence prevention.

Clinical Treatment
Victim Counseling
Nurse and EMS Training
Parent Group
Education at Health Centers
- Video in Waiting room
- Staff Training
- Protocol for treatment

Community Education
Coalition Work
Public education programs in hospitals, job sites, schools, churches, community fairs

Mass Media Campaign
public service announcements
posters
brochures
news stories
videos

Schools
Violence Prevention Curriculum
Taught as Part of Health Classes

Network of Services for Violent Youth
Therapy
Recreational Groups

Criminal Justice Work
Work with probation officers
Train inmates

(3) What are the components of a more comprehensive, change-oriented violence prevention program?

(4) What tools and resources exist to help us improve the programs that already exist or start new programs?

A Closer Look At School Violence Prevention Programs

Peer Mediation is Most Prevalent

Dispute resolution processes involving peer mediation are the most commonly offered violence prevention programs in schools. There are now about 5,000 such programs in the United States, up from 100 five years ago.

In these programs, selected students are trained and supervised by faculty (or, in some cases, outside trainers) to serve as mediators between other students in dispute.

The programs vary in intensity and scope. For instance, in some schools, mediation becomes part of the discipline process. Students are required to participate in mediation if they are involved in a fight. In others, it is strictly voluntary. In some, mediators are trained throughout the school year in increasingly complex conflict resolution concepts. In others, the training is done once prior to initiating mediation teams and not again. Sometimes, peer mediation programs reach deep into a school's culture. When they do, they appear to gain broad acceptance. However, many programs are isolated from the rank and file of the student body. Very few programs involve parents and other community members.

quote #5

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Conflict Resolution Curriculum: Teaching ProSocial Skills

The next category of program involves the delivery of a conflict resolution curriculum--either in free-standing courses or integrated across academic subjects--which teach new ways of channeling anger into constructive, non violent responses to conflict. These curricula focus on "prosocial skills" such as active listening, assertiveness, perspective-taking, cooperation, negotiation, and problem-solving as a means of teaching alternatives to violence.

Curricula have been developed for elementary and secondary level students. There are now dozens of variations on these themes (See Resources section), but what is most unvarying is the virtual absence of curricular themes which address root causes of violence, social injustice or structural deprivation.

The only recent exception to this is the presence in some multicultural education materials of references to race discrimination. Happily, a greater percentage of conflict resolution curricular are beginning to address racism, bias awareness and multicultural appreciation.

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quote # 6

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Risk Awareness Models

Another curricular approach which is expanding rapidly uses a public-health inspired "risk awareness" model in courses for adolescents which focus on the dangers of guns and the high likelihood of injury or death when violence is the predominant method for resolving disputes.

This approach is often part of the public health model of community violence prevention. The school component involves the use of a course, usually taught in middle school or high school health classes which is modelled after substance-abuse classes which stress behavior changes. Unfortunately, research indicates that behavioral skills learned in school health classes and substance abuse prevention programs suffer sharp decline after six months.

Quote # 7

Peaceable Schools Approach

Some schools, in an effort to create a school "climate of nonviolence", are combining mediation programs with conflict resolution skills curricula. These programs begin with intensive teacher training, demonstrating conflict resolution curriculum concepts and infusion strategies for integrating concepts into social studies, language arts and other subjects. Then, lessons are incorporated into the school's overall academic program to focus on conflict resolution skill-building and creation of "peaceable" classrooms. Student mediation programs are undertaken only after students have been exposed to concepts of nonviolence and conflict resolution.

The best known among these initiatives is one begun in New York City Schools called Resolving Conflict Creatively Program (RCCP). RCCP, a joint effort of the New York public schools and Educators for Social Responsibility (ESR) has been highly regarded among educators and public health practitioners as a comprehensive model aimed at changing the total school environment.

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The founders of the RCCP program have recently expanded operations and opened a national center to offer their model to school systems around the country. It is presently developing pilots in four other school systems in Alaska, Louisiana, California and New Jersey.

RCCP activists acknowledge two serious shortcomings with their program. First, their parent outreach and involvement component is small and without adequate funding. Second, and perhaps most significant, they understand that without impacting the root causes or changing the climate of violence in the neighborhoods of their students, they cannot truly be effective. It is to their credit that they are aware of this dilemma and are becoming advocates for creating "peaceable" neighborhoods.

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quote # 8

Critical Thinking About Violence Prevention

Unspoken Theory

Underlying most school violence prevention programs is an unspoken theory about the causes of violence and the strategies that should be used for solutions. This theory should be brought out in the open so that it can be critically examined.

Culture of Violence?

Programs which impart "prosocial" behaviors and encourage alternatives to violence are consistent with a theory which posits a "culture of violence" and crisis of values as the sources of violent youth behavior. Violence is regarded as anti-social behavior which is a result of individual dysfunction. Dysfunction has many roots, but primary among them is family failure to nurture an ethic of care and non-violence. Street criminals, drug dealers, violent kids are simply reflecting the wrong values created by a cycle of violence. When this theory becomes the context for developing violence prevention ideas, it results in strategies which focus on changing individual behavior and values, and improving individual knowledge and skills.

Individual Dysfunction

Violence prevention programs based on the "culture of violence" theory begin with the assumption that many young people are not learning to deal constructively with the differences and conflicts they face daily. They see few alternatives to either fleeing from conflict or fighting. Their worldview is reinforced by TV and other media which glorify and rationalize of violence by showing acts of violence as heroism.

Teaching Emotional Literacy

To counteract this message and ultimately to prevent the use of violence as a means of resolving conflict, many educators are advocating the teaching of prosocial skills to develop "emotional literacy" and positive social interaction -- listening, empathy, tolerance, patience, communication, sharing, cooperation, and problem-solving. It is argued that these skills are lacking in children who are at-risk of violent behavior: those who live in economically disadvantaged and violent neighborhoods; those who suffer disrupted early family life; those who experience violence at home; those who have social-cognitive skill deficiencies and maladaptive thinking mechanisms; those who exhibit chronic behavior problems, and those who establish patterns of anti-social behavior.

The theory is that improvement of social skills will facilitate constructive (instead of violent) resolution of conflicts and effective ways of working together. These new patterns in turn will improve student relations and make at-risk

students more able to receive social support from others and be less open to victimization. Greater self-esteem, more hopefulness and sense of empowerment will result, leading to a greater sense of control over one's environment and better achievement at school.

Question the Assumptions

Peer mediation, risk awareness and prosocial skills training sound good, but further examination of the underlying assumptions raises questions.

First, the implicit suggestion of mediation and prosocial skills training that talk, listening and negotiation will effectively replace the carrying of a weapon is naive in situations when kids must return to a neighborhood in which weapons are a way of life. The skills of "talk" may be useful in the dominant culture, but not so useful for kids who must rely on aggression and the threat of violence to survive. "At-risk" children who engage in violent behaviors may be doing so to protect themselves and maintain status in their cultural environment.

Second, the assumption that violent behavior is similar to other behavior and is "bad for your health" (like smoking, drinking, drugs, sex) may be wrong. The survival instincts of urban youth may dictate that "taking care of one's health" means carrying a weapon and being ready to take care of oneself with force, if necessary. Even though this internal message is contradicted by the public health statistics about the risk of harm to urban (particularly African American) youth, the louder message is the one they have to live with every day on the streets. Increased awareness of the risks out there may prompt gun acquisition, not its opposite.

Not surprisingly, evaluations of school-based prevention programs which emphasize mediation and conflict resolution have not produced evidence of long-term changes in violent behavior or risk of victimization. Some evaluators are even finding that these programs may be worsening the behaviors of high-risk students.

Third, programs that restrict students from designing their own dispute resolution, or those that prevent "high-risk" students from participating as mediators or trainers are perpetuating the systemic inequity and sense of powerlessness which contributes to violence in the first place.

quote # 9:

School Environments and Policies Contribute to "Violence"

Few prevention approaches address the way school environments implicitly contribute to violence through use of discipline practices that inequitably punish children of color and reinforce established social patterns that keep students disempowered, patterns like tracking and other means of segregating students; large classes and large schools that depersonalize and alienate students from faculty; inadequate social services; and few vocational learning opportunities.

To address violence in its broadest sense, prevention programs will have to acknowledge the underlying inequity in the school as an institution.

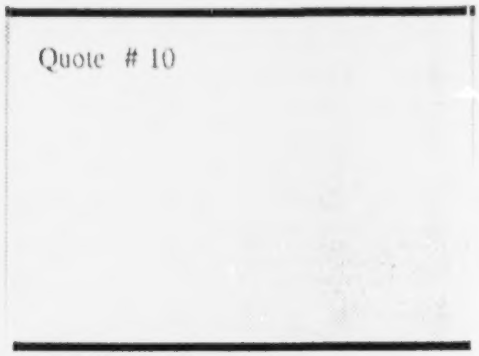
Finally, social skills enhancement alone cannot change violent behaviors without complementary efforts to address the family system, cultural milieu, physical and mental health needs, racism and economic conditions causing the violence. It just doesn't suffice to teach individual children how to survive in the dysfunctional environments in which they are growing up. If we are to think in terms of comprehensive intervention with violent kids, *in violent neighborhoods*, we will need a much broader perspective about the sources of violence than that provided by the "culture of violence" theory.

A Broader and Deeper Perspective

A broader, more critical perspective would assert that violence has structural roots-- in socioeconomic inequality, racism and other deep-rooted cultural and social institutions. This theory leads to intervention strategies which

focus on redistributing resources, jobs, restructuring institutions, empowerment and meeting basic human needs. Community campaigns which integrate a variety of disciplines and resources (job training, health services, mental health supports, housing) to create comprehensive change can be justified in the context of this worldview.

However, community projects need to be linked with meaningful classroom programs which help students learn about the social roots of violence and hatred. These same programs must make students the center of the process, through critical teaching and power-sharing in the classroom and in the school. It And as students learn about social injustice, they must also be prepared by their schoóling to fight for social justice.



Creating Meaningful Anti-Violence Programs in Schools and Communities

If one in eight U.S. school districts claim to have violence prevention programs in place today, then parent and teacher activists who are concerned about creating meaningful programs have two options: fix what's there or start something new.

Whether fixing weak programs or starting fresh, we'll need a framework for assessing what exists in the school and a set of principles to guide where we go from here. A useful framework begins with a process of assessment and problem-solving in the school which engenders *mutual respect, understanding and trust; involvement of all stakeholders* as players; the building of consensus on

decisions by *sharing the decision-making process*; development of *clear roles and policy guidelines*; and *open and frequent communication.*

Creating A Joint Problem-Solving Process To Design A Violence Prevention Program

Consider creating a "joint problem-solving process" which uses a collaborative approach to create a plan for dealing with violence. Such a process would include a comprehensive assessment process, development of a vision, generation of mutually agreeable options, design of a plan and assignment of tasks.

Many organizations and communities have been applying joint problem-solving techniques to their disputes, and the field of "collaborative problem-solving" is growing rapidly. You will probably be able to find consultants and non-profit organizations which can provide assistance in designing a process and in facilitating your work once you begin. (See the Resources Section for some ideas).

Joint problem solving will change the nature of decision-making in the school. It will involve all significant stakeholders (including students) in defining the problem and generating solutions. It will provide a protected environment to surface disputes and analyze them. And it will establish an ongoing process for practicing a different type of communication among parents, teachers, administrators and support staff. The careful creation of a collaborative process will insure ownership of that process by the parties, even given differences of style and objective among the parties. It will also serve as a model for students about effective resolution of problems. If the entire school community can collaborate to fight violence, then perhaps there will be other projects conducive to such collaboration.

How To Begin: An Inclusive Assessment Process

Start from the assumption that any assessment effort you undertake should be comprehensive and collaborative. A collaborative assessment and solution-generating process can get all "stakeholders' concerns on the table, build bridges of communication, and later help to generate options that all can accept.

Define "stakeholder" broadly. Not only should it include obvious members of the school community--students, parents, teachers, support staff, administrators--but others who have a stake in public education--community organizations, local businesses, churches, public health services, universities,etc.

The school is a natural convener of such a process. It is more organized than most constituencies in the school community.

Quote # 11

Study the School

Assessment should explore the nature of the violence problem both inside and outside of the school, conditions which might contribute to or cause violent conflicts, and what resources and programs already exist. It should also include an examination of school decision-making processes.

Include use of quantitative and qualitative information to define the problem the school is experiencing. School system policies should be reviewed and updated with regard to state law, security, discipline. Crimes and violent incidents should be reported and recorded for accurate record-keeping and analysis. Patterns of suspensions, expulsions, disciplinary referrals should be reviewed and assessed.

The school building itself should be assessed as a "target." Are there ways to prevent violent incidents by controlling and monitoring physical access to the school? Do staff have maximum visual access down hallways? Can access and egress be monitored effectively? Are there safe, supervised areas for after-school

activity? Is there a mechanism for teachers to summon help from their classrooms?

Supervision of school grounds and hallways should be analyzed and redesigned, if necessary. Parent volunteers should be considered to help patrol halls or staff a front reception desk. What is the role of security staff?

The Violence Problem: What Conditions Cause Violence in Our Schools?

It will be useful to look broadly at an array of conditions which may be impacting on the school environment. Such an analysis can turn up early warning signs, signals that indicate "trouble ahead." This analysis may suggest the need to deal with underlying conditions first. Here are some areas to explore during the joint assessment process. This list has been developed by students and faculty at the Institute for Conflict Analysis and Resolution of George Mason University. (See Resources for a set of assessment questions for each area).

Patterns of student behavior

Records tracking attendance, discipline, special education referrals, teen pregnancy, drop-outs, serious incident reports, may help identify underlying problems and institutional inequity. Look for trends, either in numbers of over time, and who is involved.

Patterns of Communication and Relationships

Seeds of destructive conflict are often located in patterns of miscommunication between and among students, teachers , administrators, parents and support staff. They can lead to mistrust, poor working relationships and conflict.

Polarization Among Student Groups

Student groupings can be positive mechanisms for building identity and belongingness at school. But they can also lead to intergroup hostility and conflict. If members of one group see themselves positively but see members of other groups as negative or inferior, intergroup hostility is created.

Institutional Imbalances

This is a key area for exploration, and one which may be resisted by school administrators. The allocation of resources--human, material and financial--can be significant roots of major conflict.

School/Community Connection

When the atmosphere inside a school seems disconnected from the wide community neighborhood,parents, volunteers, service providers and community leaders find themselves without pathways into the daily routine of education. This disconnection can mean the loss of valuable resources. It also means that underlying sources of violent conflict will not be linked and addressed.

Conditions in the Community

Conflicts occurring in the school are very likely to be reflective of conflicts in the community. What sort of community is it?

Asking the Right Questions About the Current Programs

Attempting to fix what's there will entail a critical look at the program being offered. Is it a free-standing course in conflict resolution or "prosocial" skills? Or, are concepts integrated through particular subjects in the curricula? Are concepts of critical thinking being taught? Are root causes of violence and racism explored? Are students being taught to critique society? Is there a mission statement about the school's commitment to violence prevention? How is the discipline policy tied in, if at all? Are there school-wide activities on violence prevention? Are students given an opportunity to act on their learnings? Is there a peer mediation program? Who are the mediators? What percentage of students are exposed to the program? Is mediation voluntary or part of the discipline process? How many teachers and administrators are involved? Is there an ongoing support structure for the violence prevention work? How, if at all, are parents involved? Are parents trained in conflict resolution skills and mediation? Do they participate in decision-making and planning about the violence prevention? What goes home with the kids? Are parenting classes offered? How, if at all, is the school-based program connected to violence prevention programs in the community? Do the programs prepare kids to work for social justice?

Proceed by Creating a Vision

One of the valuable components of joint problem-solving is vision development. Now that we have a better handle on the extent of the problem and some conditions within the school community which may be contributing to it, where do we want to go and how do we get there? This question may be posed not just about violence prevention but about all aspects of school life. How can we open the doors of the school to the community? What is the role we should play with families? What would it mean to become a "peaceable school?" What critical thinking are we trying to teach our children? How can we teach for social justice? How do we want to organize our classrooms and our discipline policy? What issues must be addressed by the entire school? How can we create successful multicultural classrooms?

The vision can begin with as broad a concept as "creating a caring community" or it can be designed with more specificity. The essential point is that it be a vision developed *jointly* by all who are participating in the process.

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quote # 12

Generate Options and Plans

Once the assessment process is completed, and a vision has been created, its time to generate and evaluate ideas (and **evaluation** will undoubtedly engender conflict which must be resolved along the way in this process) which might be implemented. After this, the process is about organizing and participation and resources and politics. How will we get this plan into operation? How will we

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implement curricular changes? Does the structure of our school need to be revamped? What bureaucracies must be confront and convince? Where will be get the resources to do this? What should be short-term changes and which should be longer term? Who will take responsibility for what? How will we keep parents and community involved?

Some Guiding Principles

Guiding principles might begin with the belief that violence is a product of injustice and that solutions require a broad examination of underlying causes and a commitment to fundamental social change. Here are some additional principles culled from the work of violence prevention activist organizations like Educators for Social Responsibility and CEASE.

If we are to create meaningful anti-violence programs in our schools and communities which forge fundamental social change, then we must:

1 Create **democratic classrooms**. Kids should be at the center of schools. Classrooms and schools should be places children *want* to be, places connected to their lives and their neighborhoods. This means rethinking discipline policies which punish and isolate children without helping them find solutions to their problems. It means recognizing that a significant and sometimes overlooked cause of violent behavior in children derives from their sense of injustice, at home *and* at school. It also means making a commitment to share power and control with students so they become partners with teachers in creating knowledge.

2 Create a curriculum of **multi-cultural awareness and prejudice reduction**. Since the perception of differences leads so often to separation and distancing, awareness of and appreciation for differences--ethnic, individual, cultural and national--is important. This includes respect for differences of communication style and background.

3 Emphasize **community, connectedness and cooperation** as fundamental classroom and school values. Adults as well as students must examine and seek to change their own attitudes about conflict. Teachers should create learning environments characterized by a willingness to embrace and use conflict for learning; a sense of being safe to express feelings and different opinions and to change one's mind and behavior; and opportunities for young people and adults to connect with each other and form relationships.

These values also may take the form of shared decision-making and consensual ownership of programs.

4 Develop **peace, social justice and critical thinking** as central elements in a core curriculum which examines social and political issues in developmentally appropriate ways, addresses directly the concerns and needs of at-risk students, and creates avenues for students to empower themselves through social action. Students should be active learners, critically examining their lives and the world around them.

Students should be the primary designers of their own violence prevention and community-building projects. Training in conflict resolution and mediation should empower children to be their own advocates.

5 Develop new patterns of **working together** among all members of the school community--parents, teachers, administrators, students, neighborhood organizations, churches, etc. Affirm the fundamental significance of **families** and **family diversity**. Become advocates for re-creating the school as a community center and resource bank for families as well as students.

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quote # 13

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Finding Good Resources and Services to Help

Many parents and teachers are worried about facing the challenge of responding to violence in their schools without tools and resources to assess the situation and create meaningful programs.

There is a wealth of information and services now available, but they should be examined with a critical eye. Keep these suggestions in mind when you seek out materials or consultants:

Parents, teachers, and students are the real experts. Don't rely on a curriculum designer, trainer, consultant, analyst or evaluator to know your school community and neighborhood. You have to make decisions about what you are seeking and critically assess what may be useful for your efforts.

Be willing to experiment. Every action you take must be evaluated in the context of your plan, goals and underlying assumptions.

Be an informed and critical consumer. Before "buying" any of these resources, ask the same questions you might when considering other commodities or services:

* Can the resource provide live human assistance as well as paper?

* Can the resource define limitations (as well as virtues) of their product or service?

* Can the resource articulate the assumptions or premises on which their work is based?

* Can the resource explain what local support can be provided to make their product or service more useful?

* Is the price clear and complete?

* Is follow-up assistance available?

Resources and Tools

Practical Strategies for Deterring the Violence

Although deterrence and suppression of violence will not prevent violence or its root causes, they will continue to be necessary as *part of a more comprehensive plan* to deal with daily violence-related problems.

Discipline Policies Are Critical

Clear, consistent standards of discipline, as well as policies regarding searches and seizures, expulsion, cooperative agreements with law enforcement agencies should be part of an overall response to school violence. A written discipline plan should be distributed to students, parents and community members. It should ensure that discipline is consistently and equitably applied (regardless of sex, race, ethnicity, socio-economic status) and it should be highly specific.

Some experts would add that discipline policies should be unequivocal in their discouragement of aggression: never overlook aggressive acts; don't allow the aggressor to benefit from aggression; pay attention to the victim; avoid physical punishment for aggression; encourage and demonstrate cooperative, non-aggressive problem-solving methods.

Inservice Training on Dealing With Violent Situations

Teaeh staff practical techniques for handling violent students. This may help avoid some of the frequent injuries incurred by teachers and administrators while breaking up fights and assaults. Such techniques include tips on body language (e.g., approach a disruptive student diagonally, not head-on; don't "jail" a student with his back against a wall; never point at a student.

Keeping Weapons Out of School

Schools must develop action plans which rely on a variety of means to keep weapons out. These include searches of lockers and desks; unannounced checks for weapons; policies which deter transporting or concealing weapons, such as clear plastic or mesh book bags; metal detectors.

Preparing for Crisis Situations

Every school should prepare for the possibility of a violent crisis. Important elements of such a plan include assigning specific roles to staff, planning for quick and accurate communication with staff, students, parents, law enforcement and emergency services, and media; training staff and students

Questions to Aid Assessment Process

Patterns of Student Behavior

Are there patterns to the records such as disproportionate linkage to members of particular groups or grade levels?

Is there an increase in frequency or severity of incidents leading to discipline referrals, suspensions, expulsions?

How do students and parents talk about the reasons for incidents or referrals? Does it differ from the way teachers or administrators characterize them?

Patterns of Communication and Relationships

Do exchanges between members of the school community reflect concern about lack of respect?

Is the absence of fairness cited as a common problem?

Do verbal arguments tend to escalate quickly into physical fights?

Are racial overtones or other group identity slurs common?

Do students or teachers feel they have the resources to call upon for help?

Is talk often express in terms of "us" or them"?

Polarization Among Student Groups

Are there tightly drawn lines of segregation between groups? Is group self-segregation readily apparent in lunch rooms, hallway interactions and other informal settings?

Is there ever cross-over interaction between members of different groups?

Do students' remarks in class reflect intergroup hostility or prejudice?

Institutional Asymmetries

Are some program areas better funded than others? If yes, why

Are some constituencies underrepresented in decision-making forums?

Does the composition of the faculty and administration reflect the demographic makeup of the school community?

What is the nature of support for community members and students whose first language is not English?

School/Community Connection

How is the school viewed in the community? Is it seen as a "full-service" school or as something else?

What is the extent of parent and other community involvement? Does it extend beyond PTA functions and Parent Night?

Are parents and others comfortable in the school?

Does the school have mechanisms for incorporating the different perspectives and interests of each stakeholder group?

Conditions in the Community

What is the level of unemployment? the nature of the workforce?

Are there sharp class divisions?

Do neighborhoods divide along ethnic or racial lines? If so, how? Is

intergroup conflict common? Are there neighborhood gangs?

What is the housing stock like? Are social services available? Widely used? Is there a drug trade?

What is the relationship between the police and the community?

What role do religious institutions play in the lives of community members?

Are there active community groups that are or could be involved in the school?

SAFER SCHOOLS RESOURCE LIST

Compiled by Naomi Baden and Debi Duke
for the
National Coalition of Education Activists

Organizations, Clearinghouses, Networks, Consultants, and Trainers

American Friends Service Committee (AFSC)
1501 Cherry
Philadelphia, PA 19102
215-241-7239
The national office (listed above) has a *Nonviolence and Children Committee* and the *National Youth and Militarism Project* which published **Making Soldiers in Public Schools: An Analysis of the Army JROTC Curriculum** ($3.50). The AFSC has offices in many large and middle-sized cities. and some have materials, workshops, and training programs to help teachers, students, and parents fight racism and violence. Among the cities with active programs are:

Baltimore, MD: several youth projects. Contact Fran Donelan, 410-323-7200.
Chicago, IL: *African American Community Empowerment Program*. Contact Fundishi Mpatanishi, 312-427-2533.
Kansas City, KS and MO: *Nonviolence Committee* and training for students and school staff. Contact Ira Harritt, 816-931-5256.
Syracuse, NY: *Youth Empowerment Project*. Contact Eric Wissa, 315-475-4822.

Center for Dispute Resolution
Sara Keeney, School Programs Coordinator
510 Second Street NW, #209
Albuquerque, NM 87102
505-247-0571
Highly regarded center for training, materials and consulting about conflict resolution with gangs, youth offenders, and schools.

Center to Prevent Handgun Violence
1225 Eye Street NW, Suite 1150
Washington, D.C. 20005
202-289-7319
Advocacy organization. Has curriculum on handgun violence and control.

Children's Creative Response to Conflict (CCRC)
c/o Fellowship of Reconciliation
Box 271
Nyack, NY 10960
914-358-4601
One of the originators of conflict resolution and bias awareness programs in schools. Provides training, support, consultations, for schools.

Cincinnati Peace Education Center
103 William H. Taft Road
Cincinnati, OH 45219
513-221-4863
Training, curriculum, bimonthly newsletter, occasional conferences -- emphasis on racism.

Community Board Program
Terry Amsler, Director
1540 Market Street, #490
San Francisco, CA 94101
415-552-1250
One of the oldest and most respected mediation programs in the country. Focus on developing peer mediation or "conflict manager" programs. Pioneered community-based mediation. Offers curricula and workshops for teachers and other adults. Sponsors and designs programs in school districts.

Consortium on Peace Research, Education and Development (COPRED)
Barbara Wein, Executive Director
George Mason University
Fairfax, VA 22030-4444
703-273-4485 FAX: 703-993-1302
Consortium of groups active in the peace and conflict resolution field. Publishes a packet of information on peace education resources, hosts an annual conference, makes referrals, and networks.

Educators for Social Responsibility (ESR)
Larry Dieringer, Assoc. Director
23 Garden Street
Cambridge, MA 02138
800-370-2515 FAX: 617-864-5164
Membership organization active in conflict resolution and peace education. Offers curricula, software, videos, journal, and newsletter. Conducts training for teachers and parents on developing "peaceable schools" program. Co-founded *Resolving Conflict Creatively Program*.

Institute for Conflict Analysis and Resolution
Frank Blechman, Clinical Faculty
George Mason University
Fairfax, VA 22030-444
703-993-3650
Graduate program that includes clinical study with project focusing on racial and ethnic violence in schools; developing new models for analysis and intervention.

Institute for Mediation and Conflict Resolution
David R. Addams, Director
425 West 144th Street
New York, NY 10031
212-690-5700 FAX: 212-690-5707
Community-based program; one of the first to address racial and cultural issues.

National Association for Mediation in Education (NAME)
205 Hampshire House/Box 22635
University of Massachusetts
Amherst, MA 01003-03635
413-545-2462
National clearinghouse on conflict resolution and mediation in schools. Tracks 5,000 programs nationwide. Offers national and regional conferences, newsletter, training materials, curricula references, pamphlets, consultations, publications lists, and annotated bibliographies. Also: packets of articles on conflict resolution, violence, setting up programs, mediation and special education, law-related education, drop-out prevention and substance abuse, conflict and culture, etc.

National Coalition Building Institute (NCBI)
Cheri Brown, Director
1835 K Street NW #715
Washington, D.C. 20006
202-785-9400
A leader in bias awareness and reduction workshops and training. Facilitates personal and organizational transformation programs. Consults with organizations, local governments, and schools. One NCEA contact felt there is too much emphasis on the personal and not enough on structural issues.

National Institute for Citizen Education and the Law (NICEL)
711 G Street SE
Washington, D.C. 20003
202-546-6644
Provides curricula, training, and consultations in legal issues for young people. Also: street law, problem-solving, and mediation.

National School Safety Center
4165 Thousand Oaks Blvd, #290
Westlake Village, CA 91362
805-373-9977
Resources, training in crisis prevention and intervention, and source for statistics and studies. Federal and university funding.

Nuclear Age Resource Center
East 1 -- Eastern Campus
Cuyahoga Community College
4250 Richmond Road
Cleveland, OH 44122
216-987-2224
Lending library featuring books, curricula, videos, games to borrow and rental. Also: in-service training and special events.

Peace Development Fund
44 North Prospect Street
Amherst, MA 01004
413-256-8306
Training in conflict resolution, community and organizational development, and dismantling racism. Also, small grants for providing and promoting peace education in grades K-12.

Peace Education Foundation
1900 Biscayne Boulevard
Miami, FL 33132
800-749-8838/305-576-5075
Non-profit educational organization founded in 1980. Offers a wide range of classroom materials, including curriculum, audio cassettes, workbooks, posters, videos. Also, training, community outreach, newsletter, conflict resolution, and mediation.

Resolving Conflicts Creatively Program (RCCP)
National Center
Linda Lantieri, Director
163 Third Avenue, #103
New York, NY 10003
212-387-0225
Pioneered in-school conflict resolution programs. Attempts to deal directly with racial and ethnic conflict. Consultations and curricula.

School Mediation Associates
72 Chester Road, #2
Belmont, MA 02178
617-876-6074
Training, materials, and information on model school mediation programs.

School Mediation and Violence Prevention Project
50 Court Street, 8th Floor
Brooklyn, NY 11201
Works with students, teachers, and parents in more than 50 NYC public schools. As time and other resources permit, staff will do training and help others set up similar programs.

Curricular Resources

Network of Educators on the Americas (NECA)
Deborah Menkart, Director
P.O. Box 73038
Washington, D.C. 20056-3038
202-806-7277 Fax: 202-806-7663 E-mail: NECADC@AOL.COM

Non-profit organization of K-12 teachers, parents, and community members who work with schools to develop and promote social justice education and critical thinking. Workshops, curricula, training, speakers' list, and consultations. NECA's **Teaching for Change** catalogue offers materials on anti-racist, multicultural teaching.

Rethinking Schools
1001 E. Keefe Avenue
Milwaukee, WI 53212
414-964-9649 Fax: 414-964-7220 E-mail: rsbusiness@aol.com.

Non-profit independent newspaper, consistently provides background and specific classroom ideas that can help teachers and others working with children and youth explore and confront the roots of violence, racism, and inequality. One year (six issues) subscription, $12.50. **Rethinking Our Classrooms: Teaching for Equity and Justice**, 1994, editors: B. Bigelow, L. Christensen, S. Karp, B. Miner, and B. Peterson, 208 pp. Single copies: $6.00.

Teaching Tolerance
400 Washington Avenue
Montgomery, AL 36104
205-264-0286
Twice-yearly magazine published by the Southern Poverty Law Center, promotes interracial and intercultural understanding.

Secondary

Alternatives to Violence – A Manual for Teaching Peacemaking to Youth and Adults, 1986, *Peace Grows*, 513 W. Exchange St., Akron, OH 44302; Manual -- $9.95; Workbook -- $16.95. One of the first curriculums on violence and peace alternatives. Originally developed as a workshop by Quaker activists it is appropriate for high school students. Featuring 20 sessions it can be a multi-session workshop or part of a semester course. Topics include: the spiral of violence, institutional violence, responses to conflict, confronting conflict, alternatives to violence on the community and global levels.

Conflict Resolution: A Secondary School Curriculum, 1987, Henriquez, Holmberg, and Sadalla. *The Community Board Program*, 1540 Market Street, #490, San Francisco, CA 94101. Three ring bound manual for grades 7-12 -- $48.00. Polished curriculum with concepts and activities for teaching conflict resolution skills as a separate course or integrated into other courses. Features student readings, work sheets, and handouts.

Helping Teens Stop Violence: A Practical Guide for Counselors, Educators and Parents, 1990, Allan Creighton, *Battered Women's Alternatives*, and Paul Kivel, *Oakland Men's Project*, Hunter House Publishers, Alameda, CA; Phone: 510-865-5282; Soft cover -- $11.95; Spiral -- $14.95.

Offers a multicultural approach to talking about interpersonal violence. Although the book focuses on relationship violence, it is explicit about structural causes of violence and about related race and gender issues. It includes a series of essays and exercises adults can use with youth.

Teaching Guides, newsletter, curricula, theoretical materials, etc. from Network of Educators on the Americas (NECA), see organizations list for address, etc.

Violence Prevention Curriculum for Adolescents, 1987, Deborah Prothrow-Stith, M.D., *Education Development Center, Inc.* (55 Chapel St., Newton, MA 02160) curriculum guide and teacher training video -- $153. Widely acclaimed as the leading "public health" approach to violence prevention, the curriculum is one part of a series on teenage health and as such, it focuses on teaching teens to become more aware of the health risks of violent behaviors. Unfortunately, the curriculum has little material on underlying causes of violence. This is handled far more thoroughly by Dr. Prothrow-Stith in her excellent book, **Deadly Consequences; How Violence is Destroying Our Teenage Population and a Plan to Begin Solving the Problem** (1991, Harper Perennial, New York).

Elementary

Conflict Resolution: An Elementary School Curriculum, 1990, Sadalla, Holmberg, and Halligan, *The Community Board Program* (1540 Market Street, #490, San Francisco, CA 94101; 415-552-1250). Grades K-6. Substantive curriculum designed to stimulate awareness and develop skills in communication and conflict resolution. A "peaceful classroom" section describes how skills learned can be applied to daily life in the classroom.

Elementary Perspectives 1: Teaching Concepts of Peace and Conflict, 1990, William Kreidler, *Educators for Social Responsibility* (23 Garden Street, Cambridge, MA 02138; 800-370-2515; fax: 617-864-5164). Grades K-6. Well-organized curriculum based on about what ESR thinks kids need to know about peace and conflict resolution. Includes a series of activities targeted to grade levels and accompanied by objectives.

The Friendly Classroom for a Small Planet, 1988, Prutzman, Burger, Bodenhamer, and Stern. *Children's Creative Response to Conflict* (c/o Fellowship of Reconciliation, Box 271, Nyack, NY 10960; 914-358-4601). Grades K-8. Presents CCRC's major themes: cooperation, communication, affirmation, and conflict resolution.

Open Minds to Equality: A Sourcebook of Learning Activities to Promote Race, Sex, Class, and Age Equity, 1983, Nancy Schneidewind and Ellen Davidson, Prentice Hall, $30. Grades 3-12. A useful tool for teachers and parents. Lessons address trust building, communication, cooperation, stereotypes, the impact of discrimination, and creating change.

Peacemaking Skills for Little Kids, 1992, and **Creative Conflict Solving for Kids**,

Grades 3-4, 5-9, 1985, Schmidt, Friedman, et al. *Peace Education Foundation, Inc.* (1900 Biscayne Boulevard, Miami, FL 33132; 800-749-8838/305-576-5075).

Annotated Bibliographies

Annotated Bibliography for Teaching Conflict Resolution in Schools, 1989, Annie Cheatham, *National Association for Mediation in Education* (205 Hampshire House/Box 22635, University of Mass., Amherst, MA 01003-03635; 413-545-2462) $6.00 plus postage.

Educational Resources for Violence Prevention, with curricula, videos, books, articles, and a list of distributors, $3. Forthcoming: **Taking Action to Prevent Adolescent Violence: Education Resources for Schools and Community Organizations**. *Children's Safety Network/Adolescent Violence Prevention Resource Center, Education Development Center,* 55 Chapel Street, Newton, MA 02160; 617-969-7100.

Iowa Peace Institute publishes a pamphlet comparing nine widely-used curricula. 917 Tenth Avenue/P.O. Box 480, Grinnell, IA 50112, Phone: 515-236-4880, Fax: 515-236-6905.

Surveys

Unsafe Schools: Annual Teen Survey
USA Weekend, August 13-15, 1993
USA Today
1000 Wilson Boulevard
Arlington, VA 22209
703-276-3400/800-872-0001
As of 9/95 paper copies were unavailable from **USA Today**. Check your local library for back issues or microfiche.

Violence in America's Public Schools
Metropolitan Life Survey of the American Teacher, 1993
Louis Harris and Associates, Inc.
111 Fifth Avenue
New York, NY 10003
212-539-9600

Violence in America's Public Schools: The Family Perspective
Metropolitan Life Survey of the American Teacher, 1994
Louis Harris and Associates, Inc.
111 Fifth Avenue
New York, NY 10003
212-539-9600

Violence in Schools Survey, 1994
National School Boards Association
1680 Duke Street
Alexandria, VA 22314
703-838-6722

Additional Resources

Everday School Violence: How Disorder Fuels It, J. Toby
American Educator, Winter 1993

Juvenile Justice Clearinghouse
National Criminal Justice Reference Service
Post Office Box 6000
Rockville, MD 20850
800-638-8736
Free information about gangs and crime.

National Crime Prevention Council
1700 K Street NW, 2nd floor
Washington, D.C. 20006-3812
202-466-6272
Catalog of materials to help with work to prevent crime. Funded by U.S. Dept. of Justice.

Reaching Out: Educators Can Help Turn the Tide of Violence
Virginia Journal of Education, February 1994
Virginia Education Association
116 South Third Street
Richmond, VA 23219

Reducing School Violence: Schools Teaching Peace, July 1993
Tennessee Education Association
901 Second Avenue North
Nashville, TN 37201
615-242-8392

Safe at School: Awareness and Action for Parents of Kids Grades K-12, 1994, Carol Silverman Saunders, 207 pp: Free Spirit Publishing, Inc., 400 First Avenue North, #616, Minneapolis, MN 55401-1730; 612-338-2068, $14.95. Covers a variety of potential health and safety hazards in schools including violence and crime; discipline; dangers associated with buildings and play grounds; environmental issues; and more. Also includes additional reading suggestions and a useful resource section.

School Violence: A Survival Guide for School Staff, Stock No. 0243-1, NEA Professional Library, P.O. Box 509, West Haven CT 06516; 800-229-4200, $6.95.

We Must Address Root Causes of Violence
Wisconsin Education Association Council
News & Views, February 1994
P.O. Box 8003
Madison, WI 53708

This list is drawn from a 30-page report, **School Violence in Context**, research and analysis developed by Naomi Baden for the National Coalition of Education Activists (NCEA) available for $2 or a 9x12 self-addressed envelope with $1.01 postage. Excerpts from the report appear in the Spring 1995 issue of NCEA's newsletter, **Action for Better Schools**, which is available for $1. Additional copies of this list are available for $1.00 or a self-addressed business-size envelope with 55 cents postage. The list only is also available on-line from NCEA's *Resources for Better Schools*, rfbs@aol.com.

NCEA
P.O. Box 679
Rhinebeck, NY 12572-0679
914-876-4580